



**Department of Public Health Sciences  
Master of Public Health Program**

<b>Course Name:</b>	Eliminating Health Disparities
<b>Course No:</b>	PUBH 5322
<b>Course CRN:</b>	22369
<b>Semester/Year</b>	Spring 2018
<b>Undergraduate credit hrs:</b>	3
<b>Class location:</b>	College of Business Administration 330
<b>Meeting time:</b>	Thursdays 5:00 to 7:50 pm
<b>Class instructor:</b>	Jeannie B. Concha Ph.D., MPH
<b>Office Location:</b>	HSN Bldg. Office 414
<b>Phone:</b>	915-747-8308
<b>Email:</b>	<a href="mailto:jeannie@utep.edu">jeannie@utep.edu</a>
<b>Office hours:</b>	Monday and Wednesday 1:00-2:00 pm; Thursday 3:00-4:30 pm and by appointment
<b>Preferred contact:</b>	Email <a href="mailto:jeannie@utep.edu">jeannie@utep.edu</a>
<b>Course description:</b>	This capstone course for MPH students examines the theoretical models, causes, consequences, and solutions related to health and health care disparities in Hispanic/border and other minority communities in the U.S. and globally. Students will read the seminal and current public health disparities to gain deeper understanding of the socio- cultural, economic, geographic, environmental, nutritional, political, and individual factors that contribute to health disparities and their solutions in the local U.S. - Mexico border community. Students are required to write a brief critical review and reflection paper for each week's readings. Students will also complete a series of health communication projects (i.e. fact sheets, infographics, public service announcement video) that communicates a Hispanic health disparity in the U.S./Mexico border region and solutions for reducing this disparity.
<b>Course pre-requisites:</b>	Admitted MPH Program student; completion of all public health core courses & PUBH 5352 and PUBH 5321 concentration courses; departmental permission
<b>Required textbooks</b>	There is no required textbook. Seminal readings will be assigned from peer- reviewed journals, book chapters, and materials posted on the websites of reputable organizations (e.g., CDC, APHA, PAHO, WHO). See syllabus
<b>Supplemental reading &amp; material:</b>	See appendices section of syllabus for listing
<b>Course format:</b>	Lecture & discussion, in-depth readings/reflective responses, student oral & written presentation, class learning project.



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<p><b>Major learning objectives (must be numbered):</b></p>	<p><b>By the end of this course, students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Discuss the evolution of health disparities and health equity as subjects of study and public health action.</li> <li>2. Identify the multiple dimensions of health disparities as described in <i>Healthy People 2020</i>.</li> <li>3. Describe how the selection of reference groups can affect the measurement of health disparities.</li> <li>4. Present health disparities in graphic and video health communications form.</li> <li>5. Compare and contrast ethnic/racial and other health disparities in the U.S. population.</li> <li>6. Use the socioecological framework to inform and design social marketing interventions to eliminate health disparities and increase health equity.</li> <li>7. Critically assess existing programs &amp; policies designed to eliminate health disparities in US groups.</li> <li>8. Present informational marketing tools on a major Hispanic health disparity and recommend practical strategies for its reduction;</li> <li>9. Collaborate to produce a social marketing video of the major health disparities affecting border groups that can be used as an authoritative source by policy makers, public health practitioners, and the public.</li> </ol>		
<p><b>Assessment strategies:</b></p>	<ol style="list-style-type: none"> <li>1. Weekly written reflective responses on reading assignments</li> <li>2. Complete a well written fact sheet on a Hispanic Health Disparity issue for local population as the audience</li> <li>3. Create an Infographic on a Hispanic Health Disparity issue for local population as the audience</li> <li>4. Work as a team to create a short Public Service Announcement</li> <li>5. Class participation</li> </ol>		
<p><b>Assignments</b></p>	<p align="center"><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Written critical review and reflective papers (one may be an opinion editorial op-ed)</li> </ul>	<p align="center"><b>Due Date</b></p> <ul style="list-style-type: none"> <li>• Wednesday's end of day prior to class meetings</li> </ul>	<p align="center"><b>Point Value</b></p> <ul style="list-style-type: none"> <li>• Up to 180 points</li> </ul>
	<ul style="list-style-type: none"> <li>• Student led discussion on assigned week</li> </ul>	<ul style="list-style-type: none"> <li>• Assigned week</li> </ul>	<ul style="list-style-type: none"> <li>• Up to 20 points</li> </ul>
	<ul style="list-style-type: none"> <li>• Fact Sheet and Infographic               <ul style="list-style-type: none"> <li>• Preliminary Factsheet and Infographic Plan Due</li> <li>• Final Products</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• February 14<sup>th</sup></li> <li>• April 18<sup>th</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Up to 50 points</li> </ul>
	<ul style="list-style-type: none"> <li>• Group PSA video               <ul style="list-style-type: none"> <li>• Preliminary Plan</li> <li>• Final Product</li> <li>• Departmental Presentation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• February 14</li> <li>• April 18<sup>th</sup></li> <li>• May 9<sup>th</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Up to 40 points</li> </ul>
	<ul style="list-style-type: none"> <li>• Peer group evaluation on contribution to PSA</li> </ul>	<p align="center"><b>Last day of class</b></p>	<ul style="list-style-type: none"> <li>• Up to 20 points</li> </ul>
			<p align="center">Total = 400 points</p>



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	<p><b>Grading scale:</b></p> <ul style="list-style-type: none"> <li>▪ A (&gt; 90%-exceptional graduate-level performance)</li> <li>▪ B (80-89%-average graduate-level performance)</li> <li>▪ C (70-79%-below average graduate-level performance)</li> <li>▪ D (60-69%-unacceptable graduate-level performance )</li> <li>▪ F (&lt; 60%-very unacceptable graduate-level performance)</li> </ul>
<b>Class Participation</b>	<p>Active participation in this MPH capstone course is especially important. Students must be prepared to come to class to discuss, answer questions, and participate in all class activities. They also must actively participate in the group-based projects. Prepared participation by students is a core feature of this capstone course.</p>
<b>Incomplete policy:</b>	<p>An “I” (incomplete grade) can only be considered only <u>if requested by the student in advance of the conclusion of the course</u> and only for <u>legitimate, documented</u> emergencies. Failure to request and negotiate the terms of an “Incomplete” grade before the conclusion of the course will result in a denial except in the most extraordinary circumstances.</p>
<b>Attendance:</b>	<p>It is UTEP policy that all students attend all scheduled classes. Attendance will be taken at each class. When a student registers for a course, it is assumed that she/he has made arrangements to avoid such conflicts. Students are responsible for any information or activities presented in class discussions, lectures, assignments, and/or readings. If you are unable to attend class, it is your responsibility to inform the instructor before the respective class session. Students may be administratively withdrawn for excessive unexcused absences (2 or more classes). Compliance to due dates, in class presentations, homework, exams and other activities, is mandatory. All emergency- related absences must be verified.</p>
<b>Reading assignments:</b>	<p>All assigned readings need to be completed prior to coming to the next scheduled class session. Example: Complete the reading assignments for week 2 prior to coming to the week 2 class session.</p>
<b>Writing standards</b>	<p>Effective public health leaders and practitioners are also effective written as well as oral communicators. Written communication is a critical element of the communication process. Our MPH graduate program both recognizes and expects good writing to be the norm for course work. Please feel free to seek out assistance from the UTEP Writing Center. It is free and they are very helpful.</p>
<b>Policy for late assignments</b>	<p>Due dates for homework, exams, presentations and other assignments are designed for fairness to all students. No exceptions to those dates will be made excepting in cases of university-designated closures. Five (5) points will be deducted for each day an assignment is late (including weekend days).</p>
<b>Permission to record lectures &amp; discussions</b>	<p>Not permitted without express permission of the instructor.</p>
<b>Cellphone/ electronic tablet/ use policies:</b>	<p>Please note that all cellular telephones, Apple or Android tablets and Laptops must be used for the purpose of enhancing the learning environments.</p> <p>The use of headphones, iPods, mp3 players, earpieces and other forms of entertainment technology equipment must be powered off and put away during the class period. If a situation should arise, for example, when a physician or family member contacts a student, the student must be notify the instructor and cell phone can be set to “vibrate.”</p>



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	Please be advised that students who use unauthorized technology during class time will be dismissed from that week's class session.
<b>Field trip policies:</b>	N/A
<b>Special accommodations:</b>	If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to <a href="mailto:cass@utep.edu">cass@utep.edu</a> , or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at <a href="http://www.sa.utep.edu/cass">www.sa.utep.edu/cass</a> . CASS staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.
<b>MPH Handbook</b>	<a href="http://chs.utep.edu/publichealthsciences/pdf/MPH%20STUDENT%20%20HANDBOOK%202013-2014.pdf">http://chs.utep.edu/publichealthsciences/pdf/MPH%20STUDENT%20%20HANDBOOK%202013-2014.pdf</a>
<b>Student conduct:</b>	<p>Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another student, any act designed to give unfair advantage to a student or the attempt to commit such acts." <u>Regent's Rules and Regulations</u>, Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. From the UTEP Dean of Student Affairs (<a href="http://studentaffairs.utep.edu/Default.aspx?tabid=4386">http://studentaffairs.utep.edu/Default.aspx?tabid=4386</a>) "It is an official policy of university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts".</p> <p><b>Examples of "cheating" include:</b></p> <ul style="list-style-type: none"><li>• Copying from the homework, in-class work or exam paper of another student, engaging in written, oral, or any other means of communication with another student during an exam or homework assignment, or giving aid to or seeking aid from another student during a test;</li><li>• Possession and/or use during an exam or home test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed "crib notes";</li><li>• Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission;</li><li>• Collaborating with or seeking aid from another student for an assignment without authority;</li><li>• Substituting for another person, or permitting another person to substitute for one's self, to take a test;</li><li>• Falsifying research data, laboratory reports, and/or other records or academic work offered for credit.</li></ul> <p><b>"Plagiarism"</b> means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own</p>



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academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting-and-pasting and photocopying from on-line and other material.

**“Collusion”** means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.

<b>MPH Foundational Competencies</b>		<b>Learning Objective</b>
<b>Evidence-based Approaches to Public Health</b>		
4. Interpret results of data analysis for public health research, policy or practice		2,3,4,5
<p><b>Assessment:</b> Knowledge gained through weekly readings and student lead discussions on seminal health disparities and epidemiological research articles. Students will also access large-scale databases (e.g. BRFSS) to assess disparities of a specific health issue. Application is assessed through weekly written critical review of assigned readings and class discussion of assigned readings.</p>		
<b>Public Health &amp; Health Care Systems</b>		
6. Discuss means by which structural bias, social inequities, racism undermine health/create challenges in health equity at organizational, community, societal levels		1, 5,9
<p><b>Assessment:</b> Knowledge gained through weekly readings and student lead discussions on seminal health disparities and epidemiological research articles. Students will also access large-scale databases (e.g. BRFSS) to assess disparities of a specific health issue. Application is assessed through weekly written critical review of assigned readings and class discussion of assigned readings.</p>		
<b>Planning &amp; Management to Promote Health</b>		
7. Assess population needs, assets and capacities that affect communities’ health		2, 6,7,
<p><b>Assessment:</b> Knowledge gained through students’ review of US-Mexico or Hispanic Community Health Assessments and Reports as part of the course project requirements. Application of this knowledge is assessed through the in class presentation and completion of a public health/health disparity fact sheet and infographic which is required to include assets, resources, and local capacity.</p>		
<b>Policy in Public Health</b>		
15. Evaluate policies for their impact on public health and health equity		1,2,7
<p><b>Assessment:</b> Knowledge gained through weekly readings and student led discussions on public health policy readings and activities (e.g., federal public health budget/housing). Application of this knowledge is assessed through weekly written critical review and reflection of assigned readings and activities.</p>		
<b>Communication</b>		
18. Select communication strategies for different audiences and sectors		6,7,8,9
<p><b>Assessment:</b> Knowledge gained through the completion of a public health fact sheet, infographic, and PSA video that communicates a Hispanic Health Disparity with available resources to address selected disparity. Application of this knowledge is assessed through the design and use of infographic website tools in the design and creation of a complementary fact sheet and infographic. Application of this knowledge is also gained via group design and development of a PSA using video making technology (e.g. iMovie).</p>		
19. Communicate audience-appropriate public health content, both in writing and through oral presentation		6,7,8,9
<p><b>Assessment:</b> Knowledge gained through the completion of a public health fact sheet, infographic, and PSA video that communicates a Hispanic Health Disparity with available resources to address selected disparity. Application of this knowledge is assessed through the completion and presentation of a fact sheet, infographic, and PSA. Students must present their projects to their peers and a public forum to departmental faculty and students, where their projects will be judged by departmental faculty and students on readability, visual effects, content, and cultural and linguistic competency.</p>		



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20. Describe the importance of cultural competence in communicating public health content	6,8,9
<b>Assessment:</b> Knowledge gained through the completion of a public health fact sheet, infographic, and PSA video that communicates a Hispanic Health Disparity. Application of this knowledge is assessed through the incorporation of the National CLAS standards in the projects.	
<b>MPH Hispanic and Border Health Concentration Competencies</b>	<b>Learning Objective</b>
1. State and discuss the current major communicable, non-communicable, and environmental public health threats in Hispanic and border communities.	1,2,5
<b>Assessment:</b> knowledge is gained through weekly readings and student-led discussions on seminal health disparities literature and documentary videos. Knowledge and application of the competency is assessed through weekly 3-page written critical review and reflection of readings and videos. Knowledge and application is also assessed through evaluation of students participation in class discussions regarding the weekly readings.	
2. State the basic principles of prevention and control of communicable and non-communicable disease; discuss how these principles can be modified to accommodate cultural values and practices in Hispanic and border communities.	1,5,7
<b>Assessment:</b> knowledge is gained through student's review of National Partnership for Action to End Health Disparities recommendations and identification of one Hispanic health priority in Healthy Border 2020 or US-Mexico Border Community Health Assessment Reports for their course projects. Application of the competency is assessed through the completion of a fact sheet and infographic with statistical information on the Hispanic health priority area and prevention and control resources available to the Hispanic population. Accommodating cultural values is assessed by determining if the health communication factsheets and infographics meet CLAS (Culturally and Linguistically Appropriate Services) standards, assessing knowledge and application of the competency.	
4. Identify, access and summarize the content of one or more current initiatives relevant to border health (e.g., Healthy Border 2020; US-Mexico Border Philanthropy Partnership; Paso Del Norte Regional Strategic Health Framework).	4,6,8,9
<b>Assessment:</b> Knowledge gained through student's review of US-Mexico regional initiatives to address the US-Mexico border health priority selected by the students. Application is assessed through the completion of a fact sheet, infographic, and PSA video with initiatives listed as available resources/services on health priority.	
5. Identify health disparities and approaches to achieving health equity.	2,4,5,7
<b>Assessment:</b> knowledge is gained through student's reading and viewing of required course readings and health disparities documentary videos. Knowledge and application of the competency is assessed through the completion of weekly written summary, critical review, and reflection of the readings. In addition, application is assessed by a student's participation in weekly class discussions on assigned readings and videos. Application of this competency will also be determined by a student's ability to identify a health disparity for their course projects.	



## WEEKLY PLAN

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DATES	Weekly Topics & Activities	Assigned Required Readings &
<b>WEEK 1</b> Jan 24	<b>Course overview/assignments, Orientation to project Introduction to National Institute of Minority and Health Disparities (NIMHD) &amp; National Partnership to End Health Disparities</b>	- Week 2 readings
<b>WEEK 2</b> Jan 31	<b>Overview of health disparities &amp; health equity Social determinants of health &amp; health disparities Unnatural Causes: In Sickness and in Wealth (56 minutes)</b>	- Week 2 assigned reading list - Week 2 reading reflections
<b>WEEK 3</b> Feb 7	<b>Health disparity theories Unnatural Causes: When the bough breaks (29 minutes)</b>	<b>-Week 3 assigned reading list</b>
<b>WEEK 4</b> Feb 14	<b>Healthy People 2020 and health disparities Unnatural Causes: Becoming American (29 minutes) Discussion</b>	- Week 4 assigned reading list -
<b>WEEK 5</b> Feb 21	<b>Hispanic and border health disparities overview I Unnatural Causes: Bad Sugar (29 minutes) Discussion</b>	- Week 5 assigned reading list - Week 4 reading reflections -Preliminary plan for fact sheets and Infographics due
<b>WEEK 6</b> Feb 28	<b>Hispanic and border health disparities overview II Unnatural Causes: Place Matters (29 minutes)</b>	- Week 6 assigned reading list - Week 5 reading reflections
<b>WEEK 7</b> Mar 7	<b>Unnatural Causes: Collateral Damage (29 minutes)</b>	- Week 7 assigned reading list - Week 6 reading reflections
<b>WEEK 8</b> Mar 14	<b>Unnatural Causes: Not Just a paycheck (30 minutes)</b>	- Week 8 assigned reading list -
<b>WEEK 9</b> Mar 21	<b>SPRING BREAK (no class March 18-22)</b>	
<b>WEEK 10</b> Mar 28	<b>Race the Power of an Illusion: The difference between us Discussion</b>	-Week 11 assigned reading list
<b>WEEK 11</b> Apr 4	<b>Race the Power of an Illusion: The story we tell Race the Power of an Illusion: The house we live in Discussion</b>	
<b>WEEK 12</b> April 11	<ul style="list-style-type: none"> <li>• In Class Student Presentation of Fact Sheets and Corresponding Infographic</li> <li>• Project work in class</li> </ul>	
<b>WEEK 13</b> Apr 18	<ul style="list-style-type: none"> <li>• In Class Student Presentation of Fact Sheets and Corresponding Infographic</li> <li>• Project work in class</li> </ul>	
<b>WEEK 14</b> Apr 25	<ul style="list-style-type: none"> <li>• Groups present Videos in Class</li> </ul>	<b>Fact Sheets and Infographics Due PSA video DUE</b>
<b>WEEK 15</b> May 2	Work on final projects to prepare for public viewing	
<b>WEEK 16</b> May 9	<b>Presentation of your Portfolios and Public Service Announcement videos to Faculty and Students</b>	



<b>WEEK 17</b> May 16	<b>Wrap up Health Disparities</b> <b>Overview of Projects</b>	
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